

DEPARTMENT OF SOCIAL SERVICES

Community Care Licensing Division

Statewide Children's Residential Program

Out-of-State Certification Unit

744 P Street, Sacramento, CA 95814 ~ MS 19-50

**OUT-OF-STATE ANNUAL REVIEW****RITE OF PASSAGE**

2560 Business Parkway, Minden, Nevada 89423
Silver State Academy, 100 Rosaschi Road, Yerington, Nevada

FACILITY VISIT DATES: June 12 - 13, 2006**CALIFORNIA DEPARTMENT OF SOCIAL SERVICES STAFF MEMBER:**

Kathy Bakke, Licensing Program Analyst

PURPOSE OF VISIT:

Rite of Passage/Silver State Academy is seeking recertification with the State of California, Department of Social Services, Community Care Licensing Division, Out-of-State Certification Unit. The purpose of this visit is to verify facility compliance with California Licensing standards so that this facility can accept and treat California youths.

The Qualifying House in Minden, Nevada was visited. A house has been built next door which will be a second qualifying house and will house 6 boys. This house was also inspected.

CALIFORNIA PLACING AGENCIES:

California counties that are currently placing children with Rite of Passage (ROP) are Los Angeles, Santa Cruz, San Jose, Sacramento, San Joaquin, San Mateo, Sonoma, Santa Clara, Alameda, San Francisco and Lassen.

States other than California that place with ROP are Utah, Michigan, Minnesota, Montana, Indiana and Nevada.

FACILITY & PHYSICAL PLANT OVERVIEW:

Rite of Passage/Silver State Academy is located on the Yerington Paiute Indian Reservation, five miles from Yerington, Nevada. The facility is situated on approximately 21 acres. ROP leases this land from the Paiute Tribe. It is licensed by the Yerington Paiute Indian Tribe (YPT). The capacity is 225 with the current census at 196, including 78 boys from California.

There are several buildings on the site. Unity and Justice Halls house 48 students each. The Grad Hall houses 52 students. Legend Hall houses 24. Liberty Hall houses 24, with two to a room using bunk beds. Each room has a bathroom with shower. Posted in all dorms are personal rights, house and conduct rules, grievance procedure, daily schedule, mission statement and program values. All dorms have two awake night staff and three

staff that sleep on the premises. The Concerns Program is in Freedom Hall. Residents from all levels may use the Concerns Program.

There is a soccer field, a football field, and baseball diamond. There is a track for running, a gym, basketball court, weight room, and boxing/wrestling ring. There is a movie room, a resource room, a computer science room, a horticulture building, and a vocational building where students learn welding along with construction and auto mechanics. Students may also learn culinary arts.

In July of 1999, the California Department of Social Services granted waivers for the use of school and athletic uniforms and special event clothing to be worn by all students, bunk beds, comparable shelving space in lieu of drawers, and more than two to a room provided the local licensing agency requirements regarding bedroom space is maintained. Some of the bedrooms on the site have four to a room.

The Qualifying House at 2702 East Valley Road, Minden, Nevada was visited on June 13, 2006. There are presently six boys in the home. The Qualifying House, (QH) can be compared to California's Transitional Housing. The concept of the QH was developed to assist students to become self-sufficient. A boy may be placed from Silver State into a qualifying house if he has no home or foster home. There is 24-hour staff supervision. However, the students are expected to do things for themselves, are held accountable and responsible. They also have more freedom to move about the community to work or go to school, and to pursue their long-term goals. The house next door at 2706 East Valley Road was built to house six boys. It is a two story home, with adequate bedrooms, bathrooms, living and indoor recreation areas, pantry, laundry room, rooms for staff, storage and a very large yard. If ROP chooses to hook these homes to city sewer, they may have a licensed capacity of eight in each home.

The school in Minden, which is located in the main office building, was also visited.

EMERGENCY DISASTER PLAN:

ROP staff and students stated that facility wide disaster drills are conducted at least twice a year.

FIRE CLEARANCE:

A fire inspection was conducted on January 26, 2006 and March 28, 2006. Physical plant corrections included installing more fire extinguishers, replacing smoke detectors, ensuring that all windows are screened, adjusting outside doors, posting fire escape plan in shop and kitchen, and installing missing cover plates on fan and outlet.

LOCAL STATE LICENSING/COMPLAINT ISSUES:

ROP is inspected annually by the Yerrington Paiute Tribe Social Service Program and was issued a license with an effective date of June 1, 2005, with no expiration date. ROP is certified to provide Level I outpatient/adolescent treatment with the State Health Division, Bureau of Alcohol and Drug Abuse. ROP Charter High School has achieved Adequate Yearly Progress (AYP) for the second year in a row. Achieving AYP indicates that the school meets or exceeds federal education guidelines that are measured through

proficiency test participation and scores, school attendance and graduation rates. The new Qualifying House was inspected and licensed by the State of Nevada on April 13, 2006.

HEALTH DEPARTMENT CLEARANCES:

Indian Health Services, which is a branch of the US Navy, conducts annual inspections. Because the facility is located on federal land, a federal agency does the inspection rather than the Nevada State Health Department. The last inspection was conducted on February 27, 2006

ROP submitted water bacteriology reports through May of 2006.

ADMINISTRATION AND PLAN OF OPERATION REVIEW:

Chief Executive Officer is Lawrence Howell. Program Administrator is Mike DeBusk, and Director of Student Services is Chris Ellison.

ROP holds a valid license for each facility. There are no issues related to intake procedures, operating outside of licensing capacity, health and safety, staffing ratios and personal rights.

PROGRAM REVIEW AND CHANGES:

ROP has expanded its alcohol and drug counseling and is certified as a Bureau of Alcohol and Drug Abuse Level I Outpatient Treatment Facility. They have a contracted Licensed Alcohol and Drug Counselor to set up this treatment.

ROP has implemented cognitive-behavioral therapy (CBT), or "Thinking for a Change" (TCF) as the treatment milieu. As students complete the Intake/Orientation/Transition Unit they are placed in a CBT group. The goal is to have every student have the foundations of CBT by the end of the year. There are 22 sessions, conducted in a treatment class. All hands-on staff are trained to reinforce this therapy. CBT is used to treat a variety of emotional problems such as depression, anxiety, and aggression. It is based on scientific evidence that feelings are determined by thoughts and perceptions rather than by external influences such as people, situations and events. Through finding ways to change ways of thinking, feelings can be positively impacted so that reactions to situations and events are improved. CBT works by providing support and guidance as individuals become more aware of their thoughts, feelings and perceptions and then supports evaluation of how thoughts impact behavior change. For example, if self-control is a desired goal, the means of achieving the goal is to find and practice new thought patterns that are more helpful in bringing about change. Research has shown that CBT/TFC is successful in keeping adolescents out of the juvenile justice system by reducing aggression and rates of re-arrest. ROP has established that the positive peer culture is an ideal foundation for new cognitive skill learning.

There is increased availability to treatment classes and counseling services. In the last year, ROP has increased the number of contracted clinicians from two to four. Contracted are a marriage and family therapist, a licensed clinical social worker, a psychologist and a licensed alcohol and drug counselor. ROP submitted a copy of the Explanation of Treatment Services/Treatment Calendar. This allows placing agencies to know what services are available and when. Within 30 days of admission, the student is assessed and

a Treatment Plan is developed. The assessment process consists of review of previous court and psychological history, a STAR reading and math test is administered and the risk of drug and alcohol abuse is determined through another test. Any behaviors not previously noted will be included in plan updates. ROP provides individual, group and family counseling.

In the Fall of 2005, ROP began a pilot program with St. Joseph County in Indiana and with Sacramento County, to conduct family therapy via video conferencing. Through the use of the video conference, the student and the on-site therapist can have live family counseling sessions with the student's family who is in Indiana or California. This allows students and parents to begin to reunite and work through problems they have before the student goes back home. Video conferencing is also used for students and ROP staff to communicate with probation officers, so that the student can see that the placing agency and ROP are consistent about expectations.

ROP continues to specialize in working with adjudicated boys, ages 13 through 17 years, who are wards of the court and who have a history of juvenile offenses and gang involvement. Behaviors/characteristics that are not acceptable are outlined in the annual visit of 2004. Admissions and intake remain the same.

ROP does accept children who have problems with substance abuse, gang affiliation, anger management, impulse control, parenting/life management, and conduct disorder. ROP uses Positive Peer Culture which is a behavior management component that helps students to accept feedback regarding negative or unacceptable behavior and to make positive changes, teach respect and tolerance. Giving and receiving feedback is essential in this program. Confrontation is a civilized, non-aggressive way of addressing a peer's negative or inappropriate behavior. If a student perceives negative behaviors in others he may have an easier time of seeing his own. Confrontation and peer feedback may also teach a person that saying no in the real world is acceptable, and often preferential. The program strives to develop a sense of belonging in each student and the goal is for the student to learn appropriate behaviors and responses so that he will be productive and successful once he is living on his own.

ROP has four levels. The program builds on individual achievements. It offers vocational skills, educational advancement, sports, life skills, graduation plans, and follow-up after graduation. There is a separately funded scholarship program for students. If a student qualifies, this fund may pay his college tuition. The athletic program is extensive, and daily physical education classes are very structured. When students are ready to leave the program, they are expected to be committed to a branch of the "EEE" which stands for education/be enrolled in school (usually college), enlist or have employment in place.

The four status levels are:

Rookie- the entry level. Students are involved in intake and orientation, and are on opposite daily schedules from other students on higher levels. A Rookie may not confront others to suggest or guide (give feedback) but can receive feedback. There are three force fields within each level. If a student is in the red force field, he is making no effort and is not participating and working on treatment issues. If a student is in the yellow force field, he is getting things done, but is not actually living up to standards and is not making enough

effort. If a student is in the green force field, he is working hard, meeting and going beyond expectations, and accepting confrontations from students on higher levels.

Intern-a student may reach this level after getting necessary credits as a Rookie, and after having four green force fields (four weeks) in a five week period. As an intern, one has more privileges and is held to a higher standard. One can give feedback at this level. Force fields are the same as a Rookie. If a student is in the green force field, he is doing everything he can to confront his own issues. Students tell their life stories at this level, and participate in guided meetings every day. Students self-report what they have done "wrong."

RAMS-stands for respect, attitude, motivation, spirit. This level is usually attained by having four weeks as an intern in the green force field in a five week period, and no red force fields. It is important to hold RAMS status, to participate in vocational pursuits, athletics, life skills, have an individual graduation plan, and to demonstrate positive behavior. Placing agencies want to see more than behavioral changes. They want to see the resident head towards one of the "Es". As a RAMS, the student has more privileges, and can go off campus to participate in activities like community service.

Block R-this is the highest level, and very few students attain this status. Students on Block R run the RAMS meetings, which take place twice a week. Students have free campus movement, and they are considered student body officers. Block R students sit in on staff meetings to represent the student population.

Operation Validate: part of the ROP program where students learn competencies in eight areas. Each area begins with a letter from the word validate. (Information taken from ROP flyer)

V-vocational training: Includes computers, manufacturing, EMT/first responder, automotive technology, construction, facility maintenance, culinary arts, welding.

A-athletics: Students participate in the Nevada Interscholastic Athletic Association with other Nevada AAA Division high schools. Students in graduation houses may experience skiing, cycling, triathlons and rock climbing.

L-lifeskills: These courses focus on drug and alcohol abuse, anger management, victim empathy, hygiene, money management. Students can also participate in community service.

I-individual graduation plan: Plans are developed in conjunction with parents and placing agency. Plan outlines treatment, educational and behavioral goals that the student must meet after graduating from the program.

D-demonstrated behavioral changes: Changes are demonstrated by students making the transition from incorrigible to goal-oriented, with manners and respect for others. Students help each other develop a positive peer culture, where social growth is established. Through positive reinforcement students learn a lifestyle based on respect, pro-social behavior and positive self-worth.

A-aftercare: Progress of each graduate is followed and ROP staff assist students with their transition. Scheduled parent meetings help parents with skills in communication and rule-making; ROP gives parents a handbook for guidance.

T-treatment: Treatment issues are discussed in guided group meetings as well as in individual counseling; goals and objectives, strategies and timelines are developed.

E-education. ROP has a year-round school program on the site where students attend classes 25-40 hours per week. Students can earn a high school diploma or GED.

The Concerns program is the alternative program where a student spends time if he cannot mainstream with the rest of the population. If a student does not function in the regular on-ground school, is disruptive and refuses to do school work, he is sent to Concerns. While in the Concerns room, you may do an educational assignment, exercise, or sit. Ratio averages 1 adult to 3 students. Students can leave Concerns when they decide to change their behavior.

EMERGENCY INTERVENTION PLAN/INCIDENT REPORTS:

ROP continues to use JIREH Consulting and Training, Crisis Prevention and Intervention. JIREH provides training in how to safely and effectively prevent and manage aggressive, self-destructive, or disruptive behavior. Emphasis is placed on prevention and de-escalation while maintaining safety and security. Techniques allow for the student to safely calm down and regain control while allowing for the preservation of the student's and staff's dignity. JIREH training teaches prevention, intervention, de-escalation, restoration and safe control, and staff learns least restrictive interventions and restraint techniques.

Incident reports are submitted to Community Care Licensing (CCL) in a timely manner. Several incident reports were reviewed prior to this visit, and there are no concerns with the reporting process. ROP submits bi-annual review of restraints. From January 2006 to May 2006, incidents involving restraints have been reduced by half.

PERSONNEL AND CLIENT FILE REVIEW:

Twelve student files were reviewed. Files are complete and contain preplacement information, admission information, needs and services plans, progress reports, physical and TB, personal rights, safeguards for personal property, medication information, court reports, consent forms, emergency information, medical and dental information, and discharge plans.

Eight staff files were reviewed. Files are complete and contain emergency information, finger- print clearances, health screening, mandated reporting information, first aid, statement regarding criminal record, job descriptions, education and experience. Training is documented.

A staff person may begin working before the fingerprint process is completed. If the staff person signs a statement that indicates there has been an arrest or conviction, the Tribe can obtain an immediate background check, and if the Tribe so decides, can grant a waiver to allow the person to work before the clearance is received.

CLIENTS AND PERSONAL RIGHTS REVIEW:

Upon admission, the student is informed of his personal rights, expectations, program structure, goals and philosophy.

Fifteen California students were interviewed. Students appeared to understand the program, procedures, levels, consequences, standards, goals, education, vocations, personal rights, peer interaction and the importance of giving and receiving feedback. Students are allowed to make and receive phone calls, send and receive mail on all levels, and privileges are increased as the student moves up through the program. Students stated that they were involved in sports, vocational pursuits and education. There were no complaints about the exercise program and the students indicated that they are expected to participate and to do what they are physically able to do. Some stated that they had difficulty with positive peer culture, because they don't like to talk in front of others, and don't like to be confronted.

Three staff were interviewed. Staff are qualified, trained and understand the program and philosophy of the agency.

MEDICAL, DENTAL, AND NUTRITIONAL FOLLOW-UP SERVICES:

Medical and dental visits were documented. There is no longer an on-site medical clinic with a family nurse practitioner as administrator. ROP is using community based clinics such as the South Lion Medical Center, and the Paiute Tribal Clinic. They also use dentists in nearby towns. Staff who have had EMT training are on duty 24 hours a day.

In case of a medical emergency, a child is taken to the doctor or an ambulance is called.

All students interviewed indicated that the food was plentiful and good.

TREATMENT SERVICES (COUNSELING, GROUPS, THERAPY):

There are four contracted clinicians as mentioned earlier in this report. The treatment curriculum modules which address treatment in substance abuse, gang affiliation, anger management, impulse control, relationships and communication, and parenting/life management, CBT/TFC, which is also mentioned earlier in this report.

STAFF ORIENTATION AND TRAINING HOURS:

Staff training is extensive. New staff receive 40 hours of initial training and all staff has at least 40 hours of annual training. Training is provided from outside sources; for example, a person with expertise in gang affiliation, provided training recently. Staff are trained in emergency intervention, first aid and CPR. There is training in all scopes of the program including housekeeping and nutrition. A sample of training subjects and hours was submitted.

SCOPE OF CERTIFICATION REVIEW:

Certification review covered the following: student and staff file review, interviews, intake and discharge procedures, discipline policy, emergency intervention, medical procedures,

observation of program and daily activities, fire clearance, disaster plan, food service, training, and all issues pertaining to physical plant, personal rights and safety.

OUT-OF-STATE CERTIFICATION FINDINGS:

No violations were observed during this visit.

CERTIFICATION DECISION:

Recommend that recertification be granted.